



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 11391366  
SAU: Raymond School Department  
School: Raymond Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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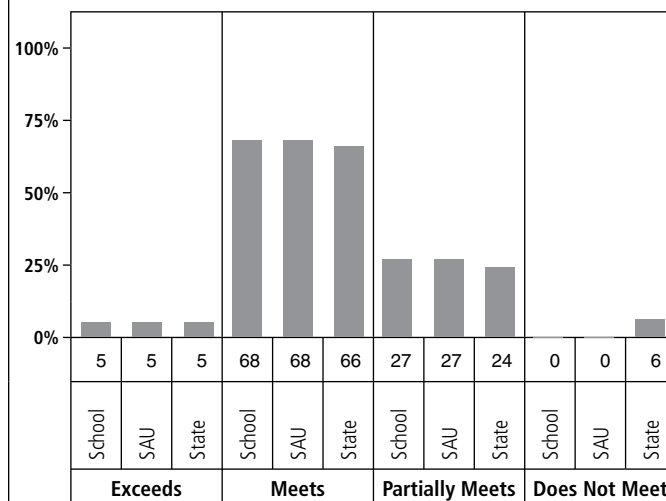
# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 4  
 SAU: Raymond School Department  
 School: Raymond Elementary School

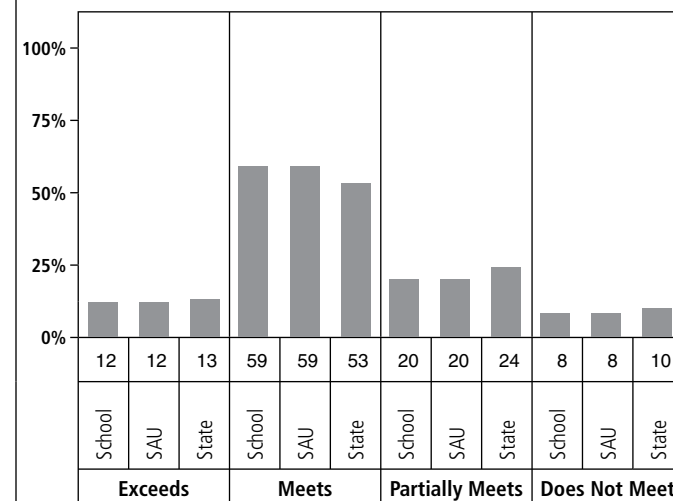
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	447	447	445
2007–2008	445	445	445
<b>2008–2009</b>	<b>447</b>	<b>447</b>	<b>446</b>
Cum. Avg.*	446	446	445
<b>Mathematics</b>			
2006–2007	443	443	445
2007–2008	444	444	445
<b>2008–2009</b>	<b>448</b>	<b>448</b>	<b>446</b>
Cum. Avg.*	445	445	445

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 4  
 SAU: Raymond School Department  
 School: Raymond Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	60	100	60	100	13805	100	60	100	60	100	13737	100	60	100	60	100	13746	100						
<b>Ethnicity</b> African American/Black	2	3	2	3	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	1	2	1	2	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	1	2	1	2	229	2	1	100	1	100	223	97	1	100	1	100	227	99						
Hispanic	1	2	1	2	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	55	92	55	92	12883	93	55	100	55	100	12832	100	55	100	55	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	13	22	13	22	2383	17	13	100	13	100	2366	100	13	100	13	100	2364	99						
<b>Current LEP</b>	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
<b>Economically disadvantaged</b>	14	23	14	23	5819	42	14	100	14	100	5782	99	14	100	14	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	48	80	48	80	10439	76	48	80	48	80	10471	76						
Identified disability (PET/IEP)	2	4	2	4	351	3	2	4	2	4	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
<b>Participation with accommodations</b>	11	18	11	18	3142	23	11	18	11	18	3138	23						
Identified disability (PET/IEP)	10	91	10	91	1860	59	10	91	10	91	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	1	9	1	9	71	2	1	9	1	9	73	2						
Other	1	9	1	9	1060	34	1	9	1	9	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	1	2	1	2	155	1	1	2	1	2	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	1	100	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Raymond School Department  
School: Raymond Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	2	1	2	507	4
	2007-2008	5	9	5	9	559	4
	<b>2008-2009</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>672</b>	<b>5</b>
	Cum. Total*	9	5	9	5	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	45	74	45	74	8749	63
	2007-2008	28	48	28	48	8308	59
	<b>2008-2009</b>	<b>40</b>	<b>68</b>	<b>40</b>	<b>68</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	113	63	113	63	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	13	21	13	21	3467	25
	2007-2008	20	34	20	34	3922	28
	<b>2008-2009</b>	<b>16</b>	<b>27</b>	<b>16</b>	<b>27</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	49	28	49	28	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	2	3	2	3	1165	8
	2007-2008	5	9	5	9	1264	9
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>751</b>	<b>6</b>
	Cum. Total*	7	4	7	4	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.5	67.7	32.5	67.7	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.3	67.9	16.3	67.9	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.2	67.5	16.2	67.5	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Raymond School Department  
 School: Raymond Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	3	5	40	68	16	27	0	0	447	59	5	68	27	0	447	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	2										2						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	1										1						221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	54	3	6	37	69	14	26	0	0	448	54	6	69	26	0	448	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	8	67	4	33	0	0	443	12	0	67	33	0	443	2211	1	39	42	18	439
No	47	3	6	32	68	12	26	0	0	449	47	6	68	26	0	449	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	0										0						357	3	42	36	19	440
No	59	3	5	40	68	16	27	0	0	447	59	5	68	27	0	447	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	14	2	14	6	43	6	43	0	0	449	14	14	43	43	0	449	5677	2	57	32	9	443
No	45	1	2	34	76	10	22	0	0	447	45	2	76	22	0	447	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	59	3	5	40	68	16	27	0	0	447	59	5	68	27	0	447	13575	5	66	24	6	446
<b>Gender</b>																						
Female	33	2	6	23	70	8	24	0	0	449	33	6	70	24	0	449	6580	7	68	21	5	448
Male	26	1	4	17	65	8	31	0	0	445	26	4	65	31	0	445	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						2127	1	48	42	9	441
No	58	3	5	40	69	15	26	0	0	448	58	5	69	26	0	448	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	3										3						324	27	72	1	0	458
No	56	1	2	39	70	16	29	0	0	446	56	2	70	29	0	446	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 4  
SAU: Raymond School Department  
School: Raymond Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	3	100	0	0	0	0	451	5	0	100	0	0	451	4	2	45	36	17	441
B. less than one hour	74	1	2	29	67	13	30	0	0	446	74	2	67	30	0	446	75	5	67	23	4	447
C. one to two hours	19	1	9	7	64	3	27	0	0	448	19	9	64	27	0	448	18	5	67	23	5	447
D. more than two hours	2	1	100	0	0	0	0	0	0	478	2	100	0	0	0	478	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	26	2	13	10	67	3	20	0	0	451	26	13	67	20	0	451	40	8	71	17	4	449
B. good	47	1	4	22	81	4	15	0	0	449	47	4	81	15	0	449	45	3	66	25	5	446
C. fair	21	0	0	7	58	5	42	0	0	442	21	0	58	42	0	442	13	1	54	35	10	442
D. poor	7	0	0	0	0	4	100	0	0	439	7	0	0	100	0	439	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	34	2	10	15	75	3	15	0	0	449	34	10	75	15	0	449	31	8	69	19	4	448
B. They match some of what I have learned.	55	1	3	22	69	9	28	0	0	447	55	3	69	28	0	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	9	0	0	2	40	3	60	0	0	441	9	0	40	60	0	441	11	2	54	35	10	442
D. There is no match.	2	0	0	0	0	1	100	0	0	438	2	0	0	100	0	438	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	0	0	4	50	4	50	0	0	442	14	0	50	50	0	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	74	3	7	29	67	11	26	0	0	449	74	7	67	26	0	449	63	6	69	22	4	447
C. easier than my regular schoolwork	12	0	0	6	86	1	14	0	0	447	12	0	86	14	0	447	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	5	0	0	0	0	3	100	0	0	437	5	0	0	100	0	437	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	57	0	0	24	73	9	27	0	0	446	57	0	73	27	0	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	38	3	14	15	68	4	18	0	0	451	38	14	68	18	0	451	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	22	3	23	8	62	2	15	0	0	455	22	23	62	15	0	455	21	8	68	19	5	448
B. 20 minutes to an hour	57	0	0	24	73	9	27	0	0	446	57	0	73	27	0	446	55	5	70	21	4	447
C. less than 20 minutes	9	0	0	3	60	2	40	0	0	444	9	0	60	40	0	444	13	2	57	33	8	443
D. I rarely read at home.	12	0	0	4	57	3	43	0	0	445	12	0	57	43	0	445	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	14	1	13	6	75	1	13	0	0	450	14	13	75	13	0	450	25	3	59	30	8	444
B. six to ten pages	28	0	0	9	56	7	44	0	0	445	28	0	56	44	0	445	24	4	64	26	6	445
C. eleven or more pages	58	2	6	23	70	8	24	0	0	448	58	6	70	24	0	448	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	50	1	50	0	0	439	100	0	50	50	0	439						
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Raymond School Department  
School: Raymond Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	4	7	4	7	1054	8
	2007-2008	7	12	7	12	1321	9
	<b>2008-2009</b>	<b>7</b>	<b>12</b>	<b>7</b>	<b>12</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	18	10	18	10	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	29	48	29	48	7394	53
	2007-2008	23	40	23	40	7079	51
	<b>2008-2009</b>	<b>35</b>	<b>59</b>	<b>35</b>	<b>59</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	87	49	87	49	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	18	30	18	30	3729	27
	2007-2008	22	38	22	38	3955	28
	<b>2008-2009</b>	<b>12</b>	<b>20</b>	<b>12</b>	<b>20</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	52	29	52	29	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	10	16	10	16	1735	12
	2007-2008	6	10	6	10	1642	12
	<b>2008-2009</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	21	12	21	12	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	31.8	66.3	31.8	66.3	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	13.1	65.5	13.1	65.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.4	67.5	5.4	67.5	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.7	67.0	6.7	67.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.6	66.0	6.6	66.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Raymond School Department  
 School: Raymond Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	7	12	35	59	12	20	5	8	448	59	12	59	20	8	448	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	1										1						225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	54	6	11	33	61	10	19	5	9	448	54	11	61	19	9	448	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	1	8	5	42	6	50	0	0	445	12	8	42	50	0	445	2227	3	34	33	30	437
No	47	6	13	30	64	6	13	5	11	449	47	13	64	13	11	449	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	0										0						370	7	35	31	27	439
No	59	7	12	35	59	12	20	5	8	448	59	12	59	20	8	448	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	14	2	14	7	50	3	21	2	14	446	14	14	50	21	14	446	5704	6	48	30	16	442
No	45	5	11	28	62	9	20	3	7	449	45	11	62	20	7	449	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	59	7	12	35	59	12	20	5	8	448	59	12	59	20	8	448	13603	13	53	24	10	446
<b>Gender</b>																						
Female	33	5	15	20	61	4	12	4	12	449	33	15	61	12	12	449	6591	12	54	24	11	446
Male	26	2	8	15	58	8	31	1	4	447	26	8	58	31	4	447	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						2131	3	41	38	18	440
No	58	7	12	35	60	12	21	4	7	448	58	12	60	21	7	448	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	3										3						324	64	34	2	0	464
No	56	4	7	35	63	12	21	5	9	447	56	7	63	21	9	447	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 4  
 SAU: Raymond School Department  
 School: Raymond Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	67	1	33	0	0	442	5	0	67	33	0	442	4	4	37	30	28	438
B. less than one hour	74	2	5	29	67	8	19	4	9	447	74	5	67	19	9	447	75	13	55	23	9	447
C. one to two hours	19	3	27	4	36	3	27	1	9	450	19	27	36	27	9	450	18	12	54	24	10	446
D. more than two hours	2	1	100	0	0	0	0	0	0	480	2	100	0	0	0	480	2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	29	2	12	13	76	1	6	1	6	454	29	12	76	6	6	454	37	22	56	16	7	451
B. good	55	4	13	18	56	7	22	3	9	447	55	13	56	22	9	447	45	9	56	25	9	446
C. fair	16	0	0	4	44	4	44	1	11	438	16	0	44	44	11	438	14	3	46	34	17	440
D. poor	0										0						3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	33	4	21	12	63	2	11	1	5	455	33	21	63	11	5	455	35	19	56	19	7	450
B. They match some of what I have learned.	55	2	6	18	56	8	25	4	13	444	55	6	56	25	13	444	51	11	56	25	8	446
C. They match just a little of what I have learned.	10	0	0	4	67	2	33	0	0	446	10	0	67	33	0	446	10	5	43	31	21	440
D. There is no match.	2	0	0	1	100	0	0	0	0	446	2	0	100	0	0	446	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	9	0	0	5	100	0	0	0	0	450	9	0	100	0	0	450	17	5	44	31	20	441
B. about the same as my regular schoolwork	68	3	8	23	59	8	21	5	13	446	68	8	59	21	13	446	62	13	57	23	7	448
C. easier than my regular schoolwork	23	3	23	6	46	4	31	0	0	451	23	23	46	31	0	451	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	7	6	36	32	27	438
B. 30–45 minutes	9	0	0	2	40	1	20	2	40	438	9	0	40	20	40	438	25	7	52	28	12	444
C. 45–60 minutes	24	0	0	9	64	3	21	2	14	444	24	0	64	21	14	444	38	14	56	22	8	448
D. more than 60 minutes	66	6	16	23	61	8	21	1	3	451	66	16	61	21	3	451	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	1	33	0	0	2	67	433	5	0	33	0	67	433	3	4	36	31	28	438
B. two or three days a week	14	0	0	4	50	4	50	0	0	442	14	0	50	50	0	442	12	13	51	26	10	446
C. two or three times each month	50	4	14	20	69	3	10	2	7	450	50	14	69	10	7	450	32	15	58	20	7	449
D. never or almost never	31	2	11	10	56	5	28	1	6	449	31	11	56	28	6	449	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	45	5	19	14	54	5	19	2	8	451	45	19	54	19	8	451	26	12	50	25	13	445
B. two or three days a week	33	0	0	15	79	3	16	1	5	447	33	0	79	16	5	447	32	14	57	21	7	448
C. two or three times each month	14	1	13	3	38	3	38	1	13	443	14	13	38	38	13	443	26	13	56	22	8	448
D. never or almost never	9	0	0	3	60	1	20	1	20	443	9	0	60	20	20	443	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	50	1	50	0	0	444	100	0	50	50	0	444						
C.	0										0											
D.	0										0											